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ABSTRACT

Preparation in education has always been considered a broad and useful background for persons choosing careers outside school settings. To meet the educational demands of a changing society, education professionals are needed to design and conduct training programs, prepare educational materials and consumer guides, provide personal and career counseling, and evaluate program and personnel effectiveness. A review of many existing programs at schools, colleges, and departments of education reveals considerable diversity in programs offered to education students going beyond the traditional school-related teacher education curriculum. Many institutions have expanded their mission to include the preparation of child care recreation personnel and counselors for a wide range of community and business settings, as well as programs for allied health, government and community agencies, business and industry, and museums. It is becoming increasingly important for schools of education to widen the career possibilities of education professionals. (JD)

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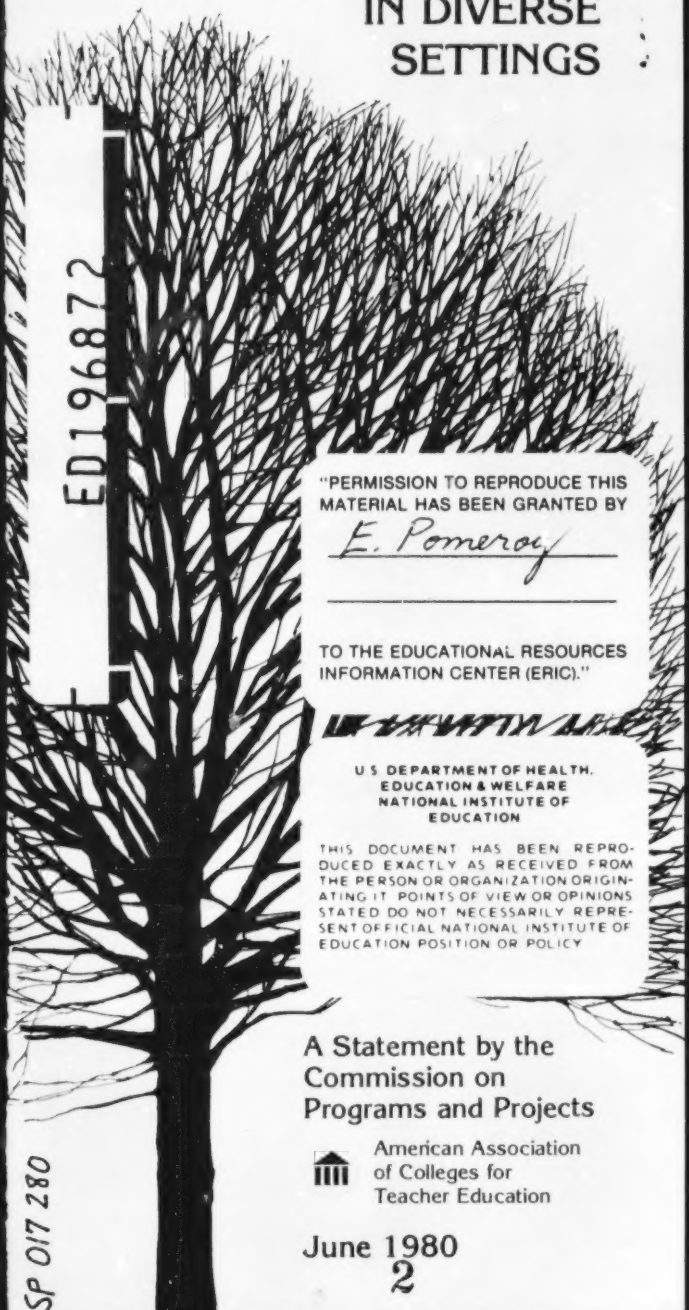
THE PRACTICE OF THE PROFESSION OF EDUCATION IN DIVERSE SETTINGS



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A Statement by the Commission on Programs and Projects

American Association of Colleges for Teacher Education

June 1980

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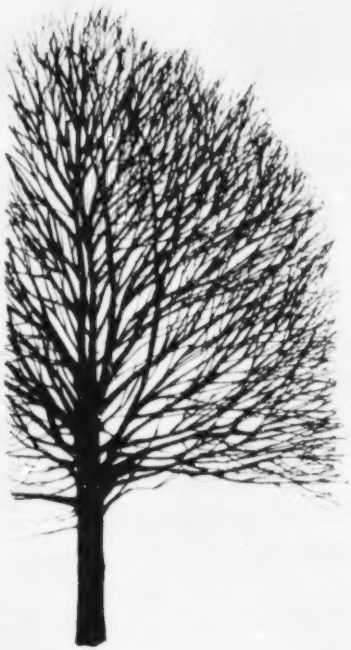

As the branches of a tree spread outward in all directions from a single source, so teacher education should branch outward in service to humanity. Schools, colleges, and departments of education are the source; the specialties of human services are the many branches.

Introduction

Responding to emerging professional needs, the American Association of Colleges for Teacher Education (AACTE) formed a Commission on Programs and Projects in 1978. One of the Commission's first actions to meet these needs was the creation of the Task Force on Human Services and Teacher Education.

The Task Force, convinced that we were in the vanguard of professional education, enthusiastically began its work. Since that time, the Task Force assumed the role of catalyst in bringing together many who share common goals and activities:

- The April 1979 statement of Human Services and Teacher Education, originally distributed to all deans and other institutional representatives, eventually reached a printing of 15,000 copies. Institutions requested copies for their entire faculty; an awareness was created.
- The summer 1979 New Deans Conference included a major session on Teacher Education and Human Services. It was well attended and enthusiastically supported.
- The New York National Conference, December 1979, on Human Services and Teacher Education was attended by over 200 individuals, many of them in decision-making roles in a wide range of institutions. Requests for a second conference have resulted.
- The 30 program descriptions received by AACTE as part of the National Conference revealed a variety of activities that went far beyond initial Task Force expectations.
- Dialogues at the National Conference shaped the thinking and sharpened the focus of the Task Force. Major commitments had already been made by individuals and institutions.
- Substantial attendance at several sessions at the 1980 AACTE Annual Meeting indicated continued interest in the topic.

These activities made it clear that we were not initiating a change; we were describing a dynamic and maturing movement. Professional educators had developed programs that had taken them beyond the constraints of the phrase "human services." They were sponsoring students, activities, and programs in settings that transcended schools and human service agencies.

The original statement of Human Services and Teacher Education was a useful, facilitating statement. It enabled educators to come together both to share what they had already done and to plan together what they might do.

This new statement pertains to the next logical step: the responsibility for education in diverse settings.

Text of The Statement

Historically, schools, colleges, and departments of education (SCDEs) have accepted the preparation of educational personnel for elementary and secondary schools as a major responsibility. It is now clear that many graduates of SCDE programs successfully assume education-related positions in settings other than schools. It is also clear that there is an increasing demand for such personnel.

The acquisition of the knowledge, skills, and values needed by persons who perform educational functions comprises one component of their training programs. This statement argues that this component legitimately falls within the domain of SCDEs and that they should willingly assume full responsibility for it.

Societal Demands

Because our society is increasingly complex, the need to educate people to respond effectively to change and life's problems is greater now than it has ever been. Adults will make up to a dozen job changes and two to four basic career shifts during their work lives. Each shift necessitates continuing education over the life span. Additionally, of the more than 60-million job openings expected in the 1980's, 20 million will be for the new positions brought about by technological advances and societal changes.

To meet the educational demands of a changing society, educational professionals are needed to design and conduct training programs, prepare educational materials and consumer guides, provide personal and career counseling, and evaluate program and personnel effectiveness.

The preparation of these educational professionals is the responsibility of SCDEs. Preparation in education has always been considered a broad and useful background for persons choosing careers outside school settings.

Almost one-half of today's graduates of SCDEs are finding positions in local, state, and federal agencies, in business and industry, in allied health professions, and in any number of other fields which involve educational functions. For example, our graduates are serving as materials specialists in hospitals, career centers, libraries and museums; as training and development specialists for business and industry; as consumer education specialists with utility companies; as drug and alcohol counselors in rehabilitation centers; as educational researchers and officers for governmental, community, and health agencies; and as educational programmers for television, radio, and newspapers; and writers for publishing houses.

All too often, acknowledgement of our vital role in the preparation of these professionals has been ignored or considered incidental to our perceived mission. Now it is time for us to realize the strengths of the generic competencies provided by SCDEs and to accept and claim the responsibility of preparing educational professionals for whatever setting.

Diversity in Programs

A review of many existing programs at SCDEs reveals considerable diversity. The common elements include the humanist traditions in liberal and general education, a core of professional studies, and field experiences. Beyond these components, programs show differences in scope, purpose, and focus. SCDEs vary greatly in the kind of programs they offer—by degree levels, organizational structures, practitioner specialties, and agency affiliations. They operate under many different labels.

These programs go beyond the traditional school-related teacher education programs and reflect existing institutional strengths and local agency/business/industry relationships. For example, many institutions have expanded their mission to include the preparation of child care recreation personnel and counselors for a wide range of community and business settings. Other SCDEs located near large mental health or correction institutions have developed programs that respond to the needs of those institutions and the SCDE interests. Still others have developed programs for allied health, government and community agencies, business and industry, and museums.

The programs differ considerably with respect to internal organization and degree of responsibility. There are programs which are developed and operated solely by SCDEs without collaboration of any academic units on campus. There are also programs which are developed jointly with other academic units; for example, a program in juvenile justice is planned in collaboration with sociology and law. Finally, there are instances in which the education unit is only the service provider for other academic units; for example, education provides the service of studies in adult learning for a program in the school of social work intended to serve the elderly.

No two programs look exactly alike; rather, each reflects the strength and resources of the sponsoring SCDE and the environment in which it is located. The response to questions of what programs look like is thus a complex one, but one in which all committed institutions can find meaning.

Responsibility of SCDEs

Pedagogy—the systematic study of teaching and learning—is the major responsibility of schools, colleges, and departments of education. It is and should continue to be our domain. Central to the programs of SCDEs

and the work of program graduates, pedagogy includes generic content, issues and themes relevant to the educative process, such as understanding of settings, teaching strategies, curriculum development, human development, small and large group work, counseling, administration and management of organizations, and the advancement of learning.

Teaching and learning cut across a range of settings. Just as a lawyer practices law in government, the courts, business and industry, social agencies, and school districts and a physician practices medicine in hospitals, clinics, public health agencies, and schools, so does the professional educator practice education in schools, business and industry, government, corrections institutions, and social agencies. The concept—*the practice of the profession of education in diverse settings*—is the common element of the wide range of programs, placements, and directions central to what we have been terming the human services movement. This new description resolves previously challenging issues; *e.g.*, differences between service providers and educators, determination of responsibility and domain, and confusion regarding the meaning of the phrase "human services."

There is no magic in labels. Some terms, however, are more conducive to understanding than others. We believe that the phrase *education in diverse settings* is a facilitating phrase, an enriching and enabling construct that will help us to get on with educating well and proudly for professional activism in a needful society.

Figure 1 is a graphic representation of the relationship of the professional education function to other functions performed by personnel in diverse settings; it suggests the several components of preparation programs.

As indicated in Figure 1, some of the functions performed by personnel in different agencies or institutions are specifically related to the kinds of occupations, some to the

COMPONENTS OF TRAINING PROGRAMS	SETTINGS							
	SCHOOLS	HEALTH RELATED	BUSINESS & INDUSTRY	COMMUNITY AGENCIES	GOV'T & LAW	CORRECTIONAL INSTITUTIONS	REHAB CENTERS	NON PROFIT RESEARCH
GENERAL EDUCATION	Humanities, Social Sciences, Mathematics, Science, Language, Arts, etc.							
OCCUPATION SPECIFIC FUNCTIONS								
COMMON EDUCATION FUNCTIONS	PEDAGOGY KNOWLEDGE: human development, principles of teaching and learning, different settings, etc. SKILLS: designing and delivering instruction, organizing, counseling, leading, evaluating, etc. VALUES: individual needs, human rights, social justice, responsibilities, etc.							
AGENCY OR INSTITUTION SPECIFIC FUNCTIONS								
INDIVIDUAL ROLE SPECIFIC								

Figure 1: *The Practice of Education in Diverse Settings.* (Note: The idea for such a chart was first presented by Dean Corrigan at the New York National Conference on Human Services and Teacher Education. It has since been revised by the Commission.)

particular agency or institution in which the individual works, and others to the specific role performed by the individual. In many instances, the individual—regardless of the setting in which she or he works—will be expected to perform educational functions.

If you view Figure 1 from the perspective of components of training programs, you see that the educational component falls clearly within the domain of most SCDEs. It is this component to which this statement is addressed and which is the responsibility of SCDEs.

Advancing the Profession

This broader view of the mission of SCDEs offers a unique opportunity for vigorous creative action. A study of institutions which are already fulfilling their commitment in a systematic way reveals essential steps to be taken. Recognizing that SCDEs now prepare education professionals across diverse settings is critical. Essential to this step is the development and implementation of a systematic and comprehensive follow-up of the program graduates. There must be commitment by administration and faculty to this expanded view of the SCDE function. A review of cross-system and cross-field literature and knowledge of the job market across settings are important elements to incorporate in needed faculty development programs.

Program development will require collaboration among university departments and with external professional communities and agencies. It will also require a support and reward system for faculty involvement and research and evaluative measures to maintain high quality.

Recognizing our full mission will not weaken other SCDE programs nor infringe on them academically or philosophically. Rather, it offers an opportunity for education professionals across diverse settings to capitalize on their genuine strengths. Moreover,

it provides for a wider range of career opportunities for our students, both upon graduation and in their future professional lives.

Building on Strengths

In programs which prepare eduction professionals, the most generic competency individuals acquire is that of enabling human beings to learn. This generic competency includes three dimensions: knowledge, skills, and values.

Along with a content area such as mathematics or English, the *knowledge base* provided by SCDEs includes knowledge of: developmental principles, stages, sequences, and their importance at various stages of the life span; and principles of teaching and learning and their application to organizational and individual needs.

The *skill base* includes a proficiency in organization, an ability to use many processes in enabling individuals to learn, and the capacity to lead. Proficiency in organization refers to skills needed for processing and collecting information, prioritizing, assigning, coordinating, simplifying, managing, reviewing, and evaluating. The ability to use many instructional processes in enabling individuals to learn includes demonstrating, questioning, answering, defining, clarifying, describing, imagining, and conceptualizing. The capacity to lead refers to skills needed for initiating, persuading, promoting, solving problems, eliciting, and inspiring.

The *value base* includes a sensitivity to psychological and cultural needs of diverse populations, a valuing of human rights and social justice. The latter includes the worth of the person, the right of access to education, the responsibilities of organizations, and the commitment to improve society.

SCDEs have the expertise to provide this body of knowledge and these skills and values

to persons who are preparing to practice education in a range of settings. And it is their responsibility to do so.

Challenge to the Profession

Acceptance of this responsibility by the educating profession for preparing educators to practice in diverse settings demonstrates the maturing of the profession and ensures vigorous self-renewal for individuals and organizations, a process vital to all life. We live in a society of change and evolution, in a world of conflicting perspectives and demands, in a universe of both uncertainty and opportunity. Education is the primary force enabling individuals not only to function but to grow in challenging situations.

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